



EDUC 415-Foundations of Teaching

English as a Second Language

SPRING 2012

MWF: 2-2:50
Room 208



Instructor: Sheila K. Marquardt
Email: smarquardt@monmouthcollege.edu
Mailbox: 209 Wallace

Phone: 612.242.4376
Office Location: 202 Wallace
Office Hours: TBD

This course is an examination of the impact of linguistic, sociological, cultural, and psychological influences that have shaped the education of English language learners (ELLs) in the United States. It also includes an exploration of historical and political factors that impact ELLs and immigrant communities. Emphasis is placed on the interaction of factors known to affect the language learning and school performance of ELLs. Other topics include hypotheses of first and second language acquisition, instructional approaches, program models, and bilingualism.

Course objectives:

Students will be able to:

- recognize factors that affect second language development
- describe second language development processes
- describe a variety of program models for ESL and bilingual education
- enact effective instructional approaches for ELLs
- analyze the interaction of cultural, linguistic, sociological, political and psychological influences that have impacted ELLs
- integrate the academic, linguistic, and cultural needs of ELLs in order to humanely respond to their experiences in US school settings.

Course Philosophy

This course is not just a college class. It is part of your job preparation. I consider you pre-service teachers, meaning, I'm already thinking of you as teachers. And as such, I expect you to participate in this course as if it were part of your professional work as a teacher. The readings and your written work will provide a foundation for our discussions and will facilitate opportunities to question, reflect, and consult. It is my expectation that students will be active, reflective readers who will pose thoughtful questions and share critical insights that will improve the learning of the entire class. You should consider your professionalism in your interactions with each other and the instructor (i.e. Sign your emails, listen attentively, disagree professionally).

Educational principles that guide this course are 1) learning is optimal when driven by authentic curiosity; 2) learning is enhanced when it builds on prior knowledge and experience; 3) learning can be both uncomfortable and rewarding as learners encounter new issues, situations, and dilemmas; and 4) learning is improved by positive collaboration.

Required texts (Available at the Bookstore)

Principles of Language Teaching and Learning (5th Edition). H. Douglas Brown. Pearson-Longman: 2007. ISBN: 0131991280.

Teaching by Principles: An interactive approach to language pedagogy (3rd (MUST BE 3rd Edition)). H. Douglas Brown. 2007. ISBN: 0136127118.

The Middle of Everywhere: The World's Refugees Come to our Town. Pipher, Mary. Harcourt Press: 2002. ISBN:0151006008.

Other readings via pdf, or on reserve.

Grade Breakdown

Attendance and Participation	30%
Reading tasks/reflections	20%
Mid-term evaluation	5%
Current/Political Issues portfolio	5%
Experience Inquiry	10%
Practicum	15%
Professional Development Project	10%
Final	5%

Scores	Points	Points Earned
Attendance and Participation	30	
Reading tasks/reflections	20	
Mid-term	5	
Current/political issues portfolio	5	
Experience Inquiry	10	
Practicum	15	
Professional Development Project	10	
Final	5	
Total	100	

Grading Scale

Percent:	94—100:	A
	92---93:	A-
	90—91:	B+
	84---89:	B
	82—83:	B-

80---81	C+
74---79:	C
72---73:	C-
70---71:	D+
64---69:	D

Attendance and Participation (30%)

Students are expected to attend class on time for the full class period and to actively participate in class. Active participation includes reading the assigned reading BEFORE attending class, bringing the readings to class, taking notes, being attentive, participating in class discussions and listening to comments raised by others. I encourage active discussions in an atmosphere that allows everyone to talk comfortably. There are no right or wrong questions or comments, but offensive comments directed at groups or individuals will not be tolerated. We recognize that this is a learning community, so you may ask about issues you do not understand, but please be considerate when framing your questions. If you are uncomfortable with the classroom dynamics, you should feel free to bring it up in class or talk with me during office hours. You will be asked to complete a self-assessment survey up to four times during the semester regarding your participation.

For this class, high-quality participation is characterized by the following.

1. **What are you learning?** Students demonstrate an understanding of facts, concepts, and theories presented in the class readings and other materials.
2. **How clearly do you express yourself?** Students ask questions, answer questions or otherwise contribute in a comprehensible manner.
3. **How do you work with others?** Students offer constructive criticism during discussions and build on each other's ideas. Students also assume leadership and maintain active participation in small groups.
4. **How do you go beyond what is given?** Students relate concepts from class to their experiences as a teacher and learner, generating new insights and applications.
5. **How do you participate beyond the class meeting?** Students provide thoughtful responses to the ANGEL online discussion forum, and thoughtful engagement in service learning.

Regular on-time attendance and full participation in class is critical to learning. Of course, illness and other emergencies cannot be avoided. If you are unable to attend a class session, **you must contact the instructor ahead of time and make up the course work that you missed**. As I've already done the planning in the course, you will have to propose how to make up the missed class time. Three absences will result in an Attendance and Participation grade no higher than 15 points. Three absences in the event of emergencies are acceptable. "Skipping" is not. Four absences will result in a zero grade for the course. Furthermore, you are expected to come to class on time. Two late arrivals equal one missed class. Class begins promptly at 2:00pm.

Submission instructions and Late Assignments:

Students are expected to meet writing deadlines. Any work submitted after its due date will be considered late. Late papers will be reduced by one-half grade point for the first day of lateness and a full grade any time later, except in extreme cases. If you are having trouble meeting a deadline, PLEASE communicate with me, alternative options can often be made.

Writing Guidelines:

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade. Please edit your work carefully and check for spelling/typographical errors before turning it in. Many of you will be teachers and you will need to be able to clearly communicate ideas to parents, other teachers, administrators, community news sources, etc. In light of this, it is our policy to support you in the development of your writing. If you feel you need outside support with writing, the Writing Center can be of assistance. I may refer you there if I feel they may be of service to you. If you already know that you have weaknesses in your writing, please see me as soon as possible, so we can arrange assistance. Please do not feel embarrassed about coming to me for help – assisting you is my job as your instructor.

Submitting Documents

Media Analysis assignments are due at the **beginning** of class unless otherwise announced. All other assignments are due by 8pm on their due date unless specified. You will post or up-load the papers on the googledocs site in the appropriately labeled folder/drop-box. Reading charts may be assigned as needed and will be due in class each Wednesday.

Formatting

Your assignments MUST be formatted in this way, or I will not accept them.

- Standard type font (nothing fancy) 12 pt. font
- Double spaced
- Have your name, course name and section, the date and the assignment in the upper **left** corner single spaced:
 - Marquardt
 - TEDP 415
 - Date
 - Assignment
- **SAVED and TITLED: EDUC215.assignmentname.your last name.doc**
(ex. EDUC415.journal1.Smith.doc)

If your assignments are not submitted with the correct file name/formatting, I will send it back to you and not grade it until it has the correct name/format.

Googledocs: It is very important that you share the document with me. You must also place it in the correct folder so that I am able to return to the document. Additionally, you should allow me to edit the document so I can provide feedback.

Instructional Accommodations:

The Educational Studies Department wishes to fully include individuals with special challenges in this course. Students seeking accommodations should contact the Director of Academic Support Programs at (309) 457-2214. Do not hesitate to advocate for your needs by reminding instructors of appropriate accommodations in the curriculum, instruction, or assessment for this course. Every effort will be made to maintain the confidentiality of the information you share with the instructors.

Academic Dishonesty Policy:

Academic dishonesty may result not only in failure in the course, but in suspension or dismissal from the College. The following areas are violations and subject to the dishonesty charge:

- 1) Cheating on tests, labs, papers, etc.
- 2) Plagiarism, i.e., using words, ideas, writing, or work of another without giving appropriate credit.
- 3) Improper collaboration between students, i.e., not doing one's own work on outside assignments specified as group projects by the instructor.

Please refer to the policy as stated in the Monmouth College Scot's Guide

Electronic Devices Policy:

Electronic communication devices (e.g. cellular telephones, pagers, etc.) are an integral part of society today, but their presence in this class will significantly interfere with the learning environment. I request that you not use electronic communication devices in this classroom unless it is an assigned part of the course. It may be helpful to think about this in regards to your work as a teacher. A teacher would not, for example, text while teaching a class. I highly recommend that you put your phones out of site for our 50 minutes together. (I will be using my phone as a powerpoint remote and timer). There are times when we will be using computers in class. Please use standards of professionalism as a guide, and stay on task. Note that violations of this policy will result in the lowering of the final grade you earn for this course.

Grading Rubric for Course Papers

I will use the following rubric to grade your papers for this course.

Scale	Description
A range	Outstanding, exemplary work. Uses and integrates readings, classroom discussions, and service learning experiences (where appropriate) to inform the writing. Meets all the requirements of the assignment, is deeply thoughtful, shows evidence of critical thinking and provides many details and examples to support writing. Uses standard English conventions correctly: no errors in grammar, punctuation, etc.
B range	High quality work. Uses many readings, classroom discussions, and service learning experiences (where appropriate) to inform the writing. Meets all the requirements of the assignment, is thoughtful and provides some details and examples to support writing. Uses standard English conventions correctly: no or few errors in grammar, punctuation, etc.
C range	Good quality work, performing at expected level. Uses some readings, classroom discussions, and service learning experiences to inform writing. Meets all requirements of assignment, shows attempt to engage with purposes of assignment, provides details and examples to support writing. Uses standard English conventions correctly: some errors in grammar, punctuation, etc.
D range	Work below expected level of quality. Does not include appropriate references to relevant readings, class discussions to inform writing. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few details and examples to support writing. Uses standard English conventions correctly: some or many errors in grammar, punctuation, etc.
Needs Assistance	Significantly below expected level of quality. Shows little evidence of having read course readings, of use of classroom discussions or service learning experiences. Meets few of the assignment's requirements. Shallow attempt to engage with purposes of assignment, no details or examples to support writing. Uses standard English conventions: many errors in grammar, punctuation, etc.

Assignments

Reading Tasks and reflections (20%)

In preparation for each class period, you will typically be required to participate in an a reading task of some sort. These are designed not only for accountability, but also to model the different types of tasks you can use in your own class. **Your responses/discussions should show evidence of understanding the author's argument and/or the theme or primary concepts in the readings.**

You are responsible for ALL readings listed in the syllabus. If it becomes obvious that students are not completing the readings, the instructor has the right to revise this assignment for more deliberate accountability.

Mid-term evaluation: 5% DUE: Thursday 10-20 by midnight

You will receive instructions for this take home assignment at a later date.

Experience Inquiry: 10% DUE: TBD by midnight

You will receive instructions for this assignment at a later date.

Current/Political Issues Portfolio: 5% DUE (periodically)

You will receive instructions for this assignment at a later date.

Professional Development Project: 10% DUE: TBD (negotiable)

You will receive instructions for this assignment at a later date.

Practicum Placement: 20 hrs (15%)

You are required to participate in a cross-cultural field experience. The goal of this practicum is for you to learn about the complexities of teaching English as a Second Language. By the end of the course you will need to demonstrate possible ways in which you would draw on your newly acquired knowledge for instructional purposes. During the 15 weeks of the course you will be required to spend at least 20 hours (2 hrs/week) in a community or educational setting in which you will interact around language teaching with individuals whose first language is not English. After each session, record your observations and reflections in your placement log on googledocs or the course wiki. This is an informal log and may be as short or long as you'd like, but you will need to rely on it for your final practicum project.

Final project (5%) DUE Thursday 12-8 by midnight

You will be asked to create a podcast (or other digital piece, depending MC technology) with one other person in the class. In 8-10 minutes, please reflect on your practicum experience. This should be a creative endeavor. Ideas include reflecting in an interview format, a talk show, from the perspective of the students you tutored, etc. Please consider:

- *What were your initial expectations of this experience? How does this relate to what you actually experienced? To how your thinking has changed throughout the semester?*
- *What patterns might your practicum work suggest about the broader concerns you have about classroom teaching, student needs and teacher needs?*
- *What might your work suggest about the organization of schools and how this affects the experiences of students?*
- *What might your work suggest about the larger society and how it affects schooling?*
- *What has your experience been in relation to the course concepts?*
- *What impact has these experiences had on your beliefs in general and about teaching and learning?*
- *What are some of the issues you continue to grapple with as a result of doing this project?*

Course Format and Schedule

The instructor and students share responsibility for fostering discussion on all topics. Though this course will include some short lectures covering weekly topics, the course texts, and supplemental materials and readings, it will mainly involve class discussions, group activities, projects, debates, presentations, and videos. A collaborative learning approach will be used in which students work in groups to discuss and report on ideas, issues, and concepts in the course texts.

The course schedule found below is a guide and is subject to change depending on the needs of the class. The following list of questions will be helpful to keep in mind as you read each reading.

- What are the key ideas or concepts that the readings present?
- What argument is the author(s) trying to make?
- What does this reading have to do with particular aspects of diversity, power, opportunity, and/or schooling?
- In what ways is the argument persuasive or not to you? Why? Why not?
- What do you think the author failed to consider about the issue? Why? Why not?
- Where do you agree/disagree with the author? Why? Why not?
- What strikes you as particularly interesting, curious, insightful, irritating, etc.?

TENTATIVE COURSE SCHEDULE

Week	Date		
Week 1: Introductions, Explanation of Syllabus, Community- Building Activities	01-23	Intro	Who we are and where we are going.

Week	Date		
	01-25	Language profiles Map it discussion	
	01-27	My name reading Discuss findings	Definition of Language; Who are TESOL teachers, TESOL synonyms
Week 2: Language, Learning, and Teaching	01-30		My name PLLT: 1-8, table 15, 17-18
	02-01		
	02-03		
Week 3: Theories of First Language Acquisition	02-06		
	02-08		
	02-10		
Week 4: Age and Acquisition, Bilingualism, Interference, Input, TPR, The Natural Approach	02-13		
	02-15		
	02-17		
Week 5: Human Learning, Behaviorism, Audiolingual Method, Community Language Learning	02-20		
	02-22		

Week	Date		
	02-24		
Week 6: Learning Styles and Strategies, Strategies- Based Instruction	02-27		
	02-29		
	03-02		
Week 7: Affective Factors in Second- Language Acquisition, Motivation	03-05		
	03-07		
	03-09		
	03-12 to 3-16		
Week 8: Sociocultural Factors, Second Culture Acquisition, Teaching Intercultural Competence	03-19		
	03-21		
	03-23		
Week 9: Communicative Competence: Task-based instruction, Communicative language teaching, Pragmatics	03-26		

Week	Date		
	03-28		
	03-30		
Week 12: Program Models	04-02		
	04-04		
	04-06		
Week 13: Theoretical Positions on Second Language Acquisition	04-9		
	04-11		
	04-13		
	04-16		
	04-18		
	04-20		
	04-23		
	04-25		
	04-27		
	04-30		
	05-02		
	05-04		
	05-07		
	05-09		
	05-11		
	05-14		

Week	Date		